



School Improvement Plan

2012-2013

Building: SEP Jr. High

Date: 8/2/12

School Improvement Goals

Goal #1 Reading (Expected Trajectories- 7th - 78.7%; 8th - 80%)

84.8% of students in 7th grade will be performing at advanced or proficient levels as measured by the reading comprehension test on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 67 students (14%) from nonproficient to proficient when compared to the 2011-2012 Iowa Test results.
466 Students- Reading; Iowa Tests (students- 49 advanced, 279 proficient, 138 non proficient) (Any NSS of 199-209 needs to become proficient)

83.7% of students in 8th grade will be performing at advanced or proficient levels as measured by the reading comprehension test on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 58 students (12.5% of total students) from nonproficient to proficient when compared to the 2011-2012 Iowa Test results.
465 Students- Reading; Iowa Tests (students- 67 advanced, 264 proficient, 134 non proficient) (Any NSS of 210-222 needs to become proficient)

The subgroups of low SES and Special Education students in 7th and 8th grade will experience growth greater than the corresponding Non IEP/Non SES grade level students on ITBS reading comprehension, math and sciences in 11-12 (growth from the 11-12 year to the 12-13 year). We will compare the growth rates of the sub groups of

Identify, Serve Exit

Describe data sources consulted and a summary analysis of the data that indicated the need for the goal.

Examination of last year's Iowa Test data and the CSIP for Southeast Polk Community School District. We want to see growth in every student's performance over time. We will also examine the shifts that occur from each "band" identified. (nonproficient, proficient, advanced).

Summarize how this goal will be measured. What will be the evidence of goal attainment?

We will compare the data collected during the 2011-2012 ITBS and the Iowa Tests for 2012-2013.

We will monitor assessment results as our teachers provide instruction and unit end assessments (developed in the summer of 2012).

Describe how technology will support goal attainment.

- Teachers will be provided professional development on tools that can be used for classroom education and implemented within the curriculum. The tools and professional development provided to the teachers for the 2012-2013 school year will include but not be limited to-

Description of Proposed Action (What is going to be done to address our goal?)	Timeline	Roles and Responsibilities	Evidence of Implementation	Resulting Student Product(s) or Student Action(s)	Resources	
					Projected Budget	Potential Budget Sources
<u>Action</u> Additional Minutes (after school program) and Flex instruction	school year on going	Teachers providing the instruction establish schedule . Admin to establish invitation process.	Schedule of students in support program. Monitoring of students scores in the program.	Increased work completion due to understanding of concepts and ability to continue work independently. Increased scores and grades.		
<u>Action</u> “In and out”identification of on top of instruction	School year on going	Help identify an exit and entrance outline to have students receive support that they need.	Entrance and exit of students of program and a formal identification of entrance exit.	More students being exposed to support and being able to exit a previous program that lasted a year	None required	None required
<u>Action</u> Schedule Adjustment	- 2012-2013 implementation	Admin- establish a schedule that will assist our students in the best way possible and being exposed to those things needed.	Staff and Board approved schedule to provide instructional minutes that meets the CSIP expectations of the district	Minutes in area identified by data as a concern for our building and district	None required	None required

State the goal. (Use SMART Goals- Specific, Measureable, Achievable, Results-oriented, Target date).

Goal #2 Math (Trajectories- 79% both 7th and 8th grade)

89% of students in 7th grade will be performing at advanced or proficient levels as measured by the math totals on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 30 students (6.4%) from additional to proficient when compared to the 2011-2012 Iowa Test results.

466 Students- Math; Iowa Tests (students- 95 advanced, 290 proficient, 81 non proficient) (Any NSS of 196-208 needs to become proficient)

89.5% of students in 8th grade will be performing at advanced or proficient levels as measured by the math totals on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 32 students (7% of total students) from nonprofident to proficient when compared to the 2011-2012 Iowa Test results.

465 Students- Math; Iowa Tests (students- 78 advanced, 306 proficient, 81non proficient) (Any NSS of 209-218 needs to become proficient)

The subgroups of low SES and Special Education students in 7th and 8th grade will experience growth greater than the corresponding Non IEP/Non SES grade level students on Iowa Test reading comprehension in 12-13 (growth from the 11-12 year to the 12-13 year).

Identify, Serve Exit

Describe data sources consulted and a summary analysis of the data that indicated the need for the goal.

Examination of last year's Iowa Test data and the CSIP for Southeast Polk Community School District. We want to see growth in every student's performance over time. We will also examine the shifts that occur from each "band" identified. (nonprofident, proficient, advanced).

Summarize how this goal will be measured. What will be the evidence of goal attainment?

We will compare the data collected during he Iowa Tests for 2012-2012 with Iowa Test results for 2012-2013.

Describe how technology will support goal attainment.

2. Teachers will be provided professional development on tools that can be used for classroom education and implemented within the curriculum. The tools and professional development provided to the teachers for the 2011-2012 school year will include but not be limited to-

Description of Proposed Action (What is going to be done to address our goal?)	Timeline	Roles and Responsibilities	Evidence of Implementation	Resulting Student Product(s) or Student Action(s)	Resources	
					Projected Budget	Potential Budget Sources
<u>Action:</u> Additional Minutes (after school program) and flex time support	school year on going	Teachers providing the instruction establish schedule . Admin to establish invitation process.	Schedule of students in support program. Monitoring of students scores in the program.	Increased work completion due to understanding of concepts and ability to continue work independently. Increased scores and grades.		At Risk Funding
<u>Action:</u> “In and out”identification of on top of instruction	school year on going	Help identify an exit and entrance outline to have students receive support that they need.	Entrance and exit of students of program and a formal identification of entrance exit.	More students being exposed to support and being able to exit a previous program that lasted a year	None required	None required
<u>Action:</u> iPad initiative with grant that was written	school year on going				None required	None required
<u>Action</u> Curriculum Alignment/adjustment to expectations of Iowa Core	school year on going	Assistance from District Level (curriculum director) development of K-12 aligned curriculum.	Meeting schedules and documents resulting from departmental work.	Solid, across the board curriculum that will impact every student.	None required (district level)	None required (district level)

State the goal. (Use SMART Goals- Specific, Measureable, Achievable, Results-oriented, Target date).

Goal #3: Writing

84.5% of students in 7th grade will be performing at advanced or proficient levels as measured by the Written Expression on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 85 students (18.2%) from nonproficient to proficient when compared to the 2011-2012 Iowa Test results.

466 students tested (students- 44 advanced, 265 proficient, 157 non proficient) (Any NSS of 201-212 needs to become proficient)

79.5% of students in 8th grade will be performing at advanced or proficient levels as measured by the Written Expression on 2012-2013 Iowa Tests using national norms with 95% participation. This will show a shift of 63 students (13.6%) from additional to proficient when compared to the 2011-2012 Iowa Test results.

463 students tested (students- 58 advanced, 247 proficient, 158 non proficient) (Any NSS of 213-224 needs to become proficient)

The subgroups of low SES and Special Education students in 7th and 8th grade will experience growth greater than the corresponding Non IEP/Non SES grade level students on Written Expression in 12-13 (growth from the 11-12 year to the 12-13 year).

Describe data sources consulted and a summary analysis of the data that indicated the need for the goal.

Summarize how this goal will be measured. What will be the evidence of goal attainment?

Describe how technology will support goal attainment.

Used as as a supportive tool to collect and analyze data.

Description of Proposed Action (What is going to be done to address our goal?)	Timeline	Roles and Responsibilities	Evidence of Implementation	Resulting Student Product(s) or Student Action(s)	Resources	
					Projected Budget	Potential Budget Sources
<u>Action:</u>						

State the goal. (Use SMART Goals- Specific, Measureable, Achievable, Results-oriented, Target date).

Goal #4: School Climate

Students will feel safe at school and connected. Positive Behavior Intervention Supports process will be used to identify areas of concern according to data collected on Infinite Campus and appropriate steps will be taken to correct concerns. The targeted focus will be on-

- Total number of referrals per quarter (major and minor) decreases from quarter to quarter.
- Bus referrals (major source of concern).

On fall and spring surveys, all students will self report that they feel safe at school, that the adults in the school care about them and that they trust the adults in the school to intervene with bullying behavior.

This will be reflected by closely examining the questions listed below on the survey-

3, 4, 5, 11, 12, 17, 18, 19

Results- fall 2011- <http://survey.gpaea.k12.ia.us/report/20620/-1/1caad691?afterVoting=45672a9d59b2>

Include info from 8th grade Iowa survey.

Describe data sources consulted and a summary analysis of the data that indicated the need for the goal.

Data sources used will be Infinite Campus Behavior Reports, Bullying Survey and Iowa Youth Survey Results.

Summarize how this goal will be measured. What will be the evidence of goal attainment?

Decrease in referrals (major and minor) compared from trquarter to quarter.
Increased positive results in the Bullying Survey from tsemester to semester.

Describe how technology will support goal attainment.

Used as as a supportive tool to collect and analyze data.

Description of Proposed Action (What is going to be done to address our goal?)	Timeline	Roles and Responsibilities	Evidence of Implementation	Resulting Student Product(s) or Student Action(s)	Resources	
					Projected Budget	Potential Budget Sources
<u>Action:</u> Bullying Survey	November 2012; April 2013	Admin will design and release bullying survey working with Rams Against Bullying				
<u>Action:</u> Data Analysis of major and Minor behaviors	November 2012 March/April 2013	PBIS Group will collect and examine Data regarding behavior				
<u>Action:</u> Examine IYS in PD setting and understand the impact of our building specific areas.	December/January 2012/2013	Admin prepare information and examination for building.				